DOCUMENT RESUME

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ABSTRACT

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist fifth grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and to share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing fifth grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice education and experience; (5) questions; and (6) comments. (JD)

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ENGLISH LANGUAGE ARTS

Common Curriculum Goals

Curriculum Mapping

End of Fifth Grade

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

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USE OF THIS DOCUMENT

This document is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information obtained in this process will be helpful in analyzing your current curriculum in terms of the English Language Arts Common Curriculum Goals and planning for curriculum revision.

INSTRUCTIONS

Use of this document to gather information

1. Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.
2. Items marked with an asterisk (*) are unique to the English Language Arts Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have mapped for Essestial Learning Skills may wish to survey only the asterisked items.
3. Determine who will respond to survey and under what conditions.
4. Reproduce the document and provide staff orientation and training.
5. Clarify intent of column headings and numeric scores.

Amount of Instruction:

Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

Included in Course Goals:

To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

Adequate Materials:

Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

Adequate Teacher Training:

Considerations here include teacher pre-service, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

Blank Column:
This column is provided for questions that you would like to add.

Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

Ratings: 0 = absence or a complete lack of the item specified in the column heading.
1 = a low or inadequate amount or quality of the specified item.
2 = a moderate or reasonably satisfactory amount or quality of the specified item.
3 = a high or substantial amount or quality of the specified item.

090186

SCHOOL: _____

ASSIGNMENT:
4 ___ 6 ___
5 ___ Other _____

End of Fifth Grade

	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1. STUDENTS WILL USE LISTENING, READING AND LITERATURE SKILLS TO UNDERSTAND AND APPRECIATE HUMAN EXPERIENCES AND TO SHARE CULTURAL COMMONALITIES AND DIFFERENCES.							
STUDENTS WILL BE ABLE TO:							
1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)							
b Use context clues in a passage to infer correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Distinguish affixes, root words, contractions possessives	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Recognize common words at sight	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* e Recognize common abbreviations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)							
a Use context clues to infer meaning of unknown words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use knowledge of affixes and root words to determine word meanings	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use context to determine correct dictionary definition of word	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high

* Items changed from, or not included in, Essential Learning Skills.

End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.3 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)							
a Locate facts in grade-level selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Recall facts and supporting evidence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Identify main idea in a short selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Follow directions or sequences of events when signal words are not given	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.4 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
a Use table of contents and index to locate general and specific information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use supportive illustrations, detail and summations to obtain information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use diacritical markings or respellings to pronounce words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)							
[a] Relate new information to previous knowledge	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Draw logical conclusions from information presented	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* [c] Identify literal and implied main ideas from information presented in grade level selections and literary works	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Infer direct cause and effect relationships	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Predict simple, possible future outcomes or actions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Make inferences and draw conclusions based on perception of implied meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[g] Recognize subtleties in communication through body language, gestures, tone, inflection, volume	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[h] Recognize double meanings of words and phrases	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.6 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)							
[a] Distinguish subtleties among sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Recognize sounds with messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.7 USE A VARIETY OF LISTENING SKILLS							
* a Identify congruence between verbal and non-verbal messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Demonstrate comprehensive, critical, appreciative, empathetic and evaluative listening	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.8 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
a Identify fiction and nonfiction	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify emotional appeals used in communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Use multiple primary sources to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.9 LISTEN, READ, VIEW AND EVALUATOR PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
a Recognize use of mass media techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.10 DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG SOURCES OF RECREATION AND LEARNING							
* a Choose selections at own reading level that encompass a variety of interests	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Justify preference for certain types of selections over others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Identify reading selections related to potential career choices	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.11 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)							
a Identify parts of an explanation and a prediction not supported by fact	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Predict what influence different factors will have on a behavior or result	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.12 MAKE REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (ELS 6.4)							
a Identify common fallacies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Explain why certain types of information and style of communication are ineffective	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Determine a strategy for determining whether a statement is a fact	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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1.13 DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE							
* a Describe several pieces of significant children's literature	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Compare the setting and characters of a piece of literature to the student's immediate culture	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Identify various literary forms such as short stories, poetry and drama	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* e Explain personal reactions and responses to literature and reading selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.14 DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE							
* a Define and use terms such as plot, setting, character and tone	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Identify simple metaphors and personification	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.15 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.)							
a Determine general purpose of assignment and ask clarification questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Determine ideas, concepts and generalities addressed in the assignment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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1.16 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)							
a Locate, check-out and return books and other circulating media materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Locate and use noncirculating reference materials including electronic sources	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use library classification system and services to locate specialized resources required to complete assignments	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Locate and use a variety of reference sources such as personal interviews and on-site visits	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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1.17 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Vary reading rate according to purpose for reading the selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Keep study materials organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Use appropriate test taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2. STUDENTS WILL USE WRITING AND SPEAKING SKILLS IN A VARIETY OF MODES OF COMMUNICATION AND SELF-EXPRESSION.							
STUDENTS WILL BE ABLE TO:							
2.1 SPEAK AND READ ORALLY WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)							
b Pronounce words according to acceptable Standard English	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Control volume and rate of oral readings and presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Demonstrate appropriate oral presentation skills such as poise, posture and correct use of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.2 USE ORAL COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND FOR ENJOYMENT (ELS 2.3)							
* a Paraphrase oral and written messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Give accurate oral directions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Demonstrate appropriate verbal and non-verbal behaviors in rituals of communication such as greetings, telephone conversations, introductions and interruptions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Ask questions designed to clarify, gain assistance or locate information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Share ideas and information orally with others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Provide accurate descriptive detail orally	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Repeat oral messages verbatim	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Take notes from oral presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Follow 3-step oral instructions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* k Identify main idea in a short oral presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.3 USE GROUP DISCUSSION SKILLS APPROPRIATELY							
* a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Explain the purposes of group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.4 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWIRTING) (ELS 5.1)							
a Use personal experiences, knowledge and feelings as sources of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use brainstorming, discussion and sharing to find and develop topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Record ideas, observations, facts and questions for later use	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use personal reading and subject area content as sources of topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Discuss and share thoughts and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.5 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)							
a Classify words and topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Select and organize details which support a topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Organize information using formats such as outlining, clustering and making maps and charts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.6 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL AND WRITTEN PRESENTATIONS (ELS 5.5)							
a Select words which make the meaning clear	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use words and gestures which express ideas and concepts effectively	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Demonstrate appropriate informal and formal English usage in oral and written presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Plan and make oral and visual presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Fifth Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.7 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN PREWRITING AND PLANNING (ELS 5.3)							
a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.8 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 5.4)							
a Write complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Write paragraphs in which all sentences are related to the topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Write paragraphs containing a stated main idea and a closing sentence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Write and illustrate a simple story	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* e Explain how to do something involving several steps	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.9 MAKE REASONED EVALUATIONS ABOUT ORAL AND WRITTEN COMMUNICATIONS (ELS 6.4)							
a Identify common fallacies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Explain why certain types of information and style of communication are ineffective	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Determine a strategy for determining whether a statement is a fact	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d State personal criteria for deciding whether to engage in a particular activity	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Identify personal criteria for assessing the worth of a performance or work of art	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.10 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 6.1)							
a Classify things according to specific characteristics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Identify and generate examples of metaphor and personification	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)							
a Revise own writing to enhance clarity and meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Vary sentence patterns	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use descriptive terms to emphasize facts and feelings expressed in writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Use words which connect ideas and thoughts in sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* f Revise and edit writing to make it grammatically correct	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* g Use sentence combining techniques to create and express more complex concepts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)							
a Edit for correct punctuation, pronoun use, subject-verb agreement and apostrophe placement	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Spell correctly	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Produce legible final copy (manual or electronic processes)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.13 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
a Identify fiction and non-fiction	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify emotional appeals used in communication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.14 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
a Recognize use of mass media techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.15 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)							
a Provide logical answers based upon factual data	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use multiple sources to verify information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Express own feelings, knowledge and beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Present a persuasive talk	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.16 DEMONSTRATE AN APPRECIATION OF WRITING AND ORAL COMMUNICATION SKILLS AS A LIFE-LONG MEANS OF SELF-EXPRESSION, LEARNING AND PERSONAL DEVELOPMENT.							
* a Share personal experiences and insights orally and in writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Analyze a piece of literature for the author's personal message	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Identify the uses of communication skills as a means for learning and personal development	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint and communicating it to others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.17 DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO							
* a Identify the factors that make language dynamic such as social, cultural, technological and geographical influences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Describe dialectal differences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Explain how dialect, jargon and slang change the nature of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.18 RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE							
* a Identify rhyming words, sound devices and rhythm in an oral or written selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* b Identify rhythmic forms of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
* c Choose and present an example of beautiful or rhythmic language (own or other)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.19 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)							
a Identify parts of an explanation and a prediction not supported by fact	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Predict what influence different factors will have on a behavior or result	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.20 FORMULATE AND SUPPORT A POSITION ORALLY AND IN WRITING USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)							
a Clarify an issue, using a data gathering device such as a personal interview	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Defend a position using interview data as a basis	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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2.21 REFLECT UPON AND IMPROVE OWN REASONING IN ORAL AND WRITTEN COMMUNICATIONS (ELS 6.6)							
a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b State rationale for people having biases	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify authoritative sources for obtaining feedback about reasoning capabilities	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.22 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use selfquestioning)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Vary reading rate according to purpose for reading the selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Keep study materials organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Use appropriate test taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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